



**Indiana Professional Standards Board
Beginning Teacher Assessment Program (BTAP)**

SOCIAL STUDIES

2003-2004 School Year

"The information presented in this handbook is intended to provide guidance to beginning teachers in Indiana and their administrators in complying with the requirements of the Beginning Teacher Assessment Program (BTAP). *Any other use or application is strictly prohibited.*"

These portfolio guidelines have been developed as part of the Beginning Teacher Assessment Program. They are intended to be used as part of a comprehensive program of assessment for purposes of determining eligibility for continued licensure. The Indiana Professional Standards Board does not endorse or encourage the use of these guidelines for other assessment programs or for other purposes.

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NOTE: *The following symbols are used to highlight instructions throughout the handbook.*

- ✓ indicates information about something you must **DO**
- ✉ indicates a written response or other material you must **SUBMIT**
- ✎ indicates a question or prompt to which you must **RESPOND**

This beginning teacher portfolio handbook has been modified from the 2000-2002 Handbook for the Development of a Social Studies Teaching Portfolio being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana Professional Standards Board (IPSB).

PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping *all* students learn.

ACKNOWLEDGEMENTS

The Indiana Professional Standards Board (IPSB) recognizes the contributions of practicing classroom teachers, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committees that developed the standards, or served on focus groups for feedback to the standards. The IPSB appreciates the many seminar leaders and portfolio scorers who contribute time and energy to the development of the assessment system. The IPSB recognizes the time and effort that classroom teachers invest by submitting portfolios to integrate the teaching standards with their classroom practices. The documentation of their teaching in relation to their students' growth contribute to the development and quality of the assessment program for beginning teachers as well as the enhancement of student learning.

As noted, the IPSB recognizes the work that has occurred through the auspices of the Bureau of Program and Teacher Evaluation, Connecticut State Department of Education, in the development of this portfolio. This draft handbook has been modified in order to reflect Indiana's standards for teachers and programs.

SECTION I. THE BEGINNING TEACHER ASSESSMENT PROGRAM (BTAP)

Since its inception in 1992, the Indiana Professional Standards Board (IPSB) educational agenda has focused on promoting high standards for teachers in an effort to enhance student learning. Improving the quality of Indiana's teachers has been viewed as central to improving student achievement.

Central to Indiana's teacher improvement initiatives is the Beginning Teacher Assessment Program (BTAP), a two-year **teacher assessment program** that provides the following:

- **support** for beginning teachers through school/district-based mentors or support teams and programs, and other forms of professional development
- **assessment** through a **content-specific teaching portfolio** submitted during the second year of teaching


In the portfolio, beginning teachers document a unit of instruction around important concepts or goals in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. The portfolio includes lesson logs, videotapes of teaching, examples of student work and student assessments, and teacher commentaries.

In order to be eligible for the Proficient Practitioner License, beginning teachers must demonstrate mastery of essential teaching competencies related to content knowledge, planning, instruction, and assessment. **Beginning teachers who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during their third year in the BTAP.**

The goals of the BTAP include the following:

- ensuring that all students have high quality, committed and caring teachers
- promoting effective teaching practice leading to increased student learning
- providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession
- providing standards-based professional development for both novice and experienced teachers
- developing teacher leaders by recognizing and using the expertise of Indiana's exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues

The BTAP has substantially impacted both new teachers and Indiana's experienced educators. Many of the current teachers, university faculty, and administrators have been trained to serve as mentors of beginning teachers and/or scorers of portfolios, or participated in the BTAP during the early part of their careers.



**Look at our
website for
more
information
about beginning
teachers**

www.in.gov/psb

- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs
- Guidelines for Support to Beginning Teachers and Their Mentors/Coaches

SECTION II: UNDERSTANDING TEACHING PORTFOLIO REQUIREMENTS

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers.

The IPSB adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Model Standards for Beginning Teachers Licensing and Development

- Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
- Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
- Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.

INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

STANDARDS-BASED TEACHING IN SOCIAL STUDIES

In 1992, the Board of Directors for the National Council for the Social Studies (NCSS) adopted the following definition for the social studies:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. ***The primary purpose of social studies education is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.***

The integrative nature of the social studies field should be the guiding force in developing inquiry units of study. Integrated inquiry units allow students to frame/and or discuss essential questions in contemporary and/or historic contexts. Students examine various primary and secondary sources in order to construct an understanding of the content, develop their own interpretations, and take a position that can be supported from the source materials. During this investigative process students learn and practice essential social studies skills that enable them to develop well-reasoned responses to key issues and questions. This allows students to actively participate in their own learning as they continually weigh alternative views, learn to distinguish fact from opinion, and draw their own conclusions. **The development and design of an inquiry-based unit in the social studies relates directly to the expectations of the interdisciplinary writing task in the Indiana Statewide Testing for Educational Progress Plus Test (ISTEP+).**

To access the Indiana Standards for Teachers of Social Studies, go to the IPSB website:

Indiana Professional Standards Board

www.in.gov/psb/

Click on "Standards"

OVERVIEW OF THE SOCIAL STUDIES TEACHING PORTFOLIO

TASK	WHAT TO DO	WHAT TO SUBMIT
PART A: DOCUMENTING A UNIT OF LEARNING	<ul style="list-style-type: none"> ✓ Provide relevant information about the portfolio class. ✓ Provide relevant information about your students as learners of social studies and expectations for student learning during the unit. ✓ From your primary assignment, select, adapt, or develop a unit of learning that promotes inquiry, use of essential social studies skills, and active learning (approximately 6-9 hours). ✓ Describe the daily lesson goals, topics, teaching strategies, and assessments. ✓ Keep a daily log on class lessons and reflections on instruction. 	<ul style="list-style-type: none"> ☒ Teaching Portfolio Class Profile Form (Appendix T.1) ☒ Introduction to the Teaching Portfolio (maximum pages: 2) ☒ Unit Overview Commentary (maximum pages: 3) ☒ Unit Overview Chart (Appendix T.2) ☒ Daily logs AND related class materials (Appendix T.3 format)
PART B: FACILITATING STUDENT LEARNING	<ul style="list-style-type: none"> ✓ Videotape a lesson of a class discussion. ✓ Videotape a lesson(s) where you initiate an inquiry lesson and students are engaged in social studies inquiry. ✓ Analyze the quality of instruction and students' learning in these two videos. 	<ul style="list-style-type: none"> ☒ Two copies of a VHS videotape containing one 15 minute video segment of class discussion and one 15 minute video segment of inquiry learning activity ☒ Commentary that analyzes and evaluates instruction and student learning (maximum pages: 2)
PART C: EVALUATING STUDENT LEARNING	<ul style="list-style-type: none"> ✓ Collect and review the work done by two students for three representative assessments. ✓ Analyze the effectiveness of your assessments and the progress of students' social studies learning in a written commentary. 	<ul style="list-style-type: none"> ☒ Collection of student work and assessment tools ☒ Commentary that provides an evaluation of your assessments and the progress of student learning (maximum pages: 3)
PART D: ANALYZING YOUR TEACHING	<ul style="list-style-type: none"> ✓ Analyze the effectiveness of your teaching overall based on a review of your portfolio and student achievement. ✓ Identify changes and improvements for future teaching. 	<ul style="list-style-type: none"> ☒ Self evaluation / reflection commentary (maximum pages: 3)

THE PROCESS FOR THE EVALUATION OF THE SOCIAL STUDIES TEACHING PORTFOLIO

The teaching portfolios submitted during a beginning teacher's second year of participation in BTAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same content area as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

The Portfolio Evaluation Steps

1. Collecting and recording evidence through note taking

At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

2. Interpreting the evidence

Evidence is then organized around a series of **Guiding Questions** that are derived from the Indiana Standards for Teachers of Social Studies. (Guiding Questions are found in this handbook under the heading, "Framework for the Evaluation of Your Social Studies Teaching Portfolio.")

3. Evaluating the quality of the teaching documented in the portfolio

Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. Reaching an agreement on the score

Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

5. Re-scoring of portfolios not meeting the acceptable performance standard

Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "Conditional," then a Lead Scorer will read the portfolio for score confirmation.

6. Providing information about the portfolio

An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

7. Additional performance feedback

Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

FRAMEWORK FOR THE EVALUATION OF THE SOCIAL STUDIES TEACHING PORTFOLIO¹

The framework for the portfolio evaluation is organized around the following **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. Beginning teachers may use these questions to assess the quality of their own portfolios.

Category I: INSTRUCTIONAL DESIGN

How well did the teacher use his/her knowledge of students to organize content, lessons, and learning activities around essential social studies concepts?

- I.1 Describe the structure and conceptual focus of the unit.
- I.2 Describe how the teacher planned to accommodate students' learning needs and interests throughout the learning unit.
- I.3 Describe how instructional tasks, materials, and resources were used to support student learning.

Category II: INSTRUCTIONAL IMPLEMENTATION

How well did the teacher manage the classroom to actively engage students in learning through inquiry and the use of essential social studies skills?

- II.1 Describe the classroom management and the resulting learning environment.
- II.2 Describe how the learning activities were used to support students' development of essential social studies skills.
- II.3 Describe how the teacher engaged students in inquiry to examine historical and/or current issues.
- II.4 Describe how the teacher engaged students in discussion of social studies concepts and issues.

Category III: ASSESSMENT OF LEARNING

How well did the teacher measure student learning in relation to goals and objectives, communicate expectations, and provide useful feedback?

- III.1 Describe how the teacher monitored students' daily learning and adjusts instruction.
- III.2 Describe the type(s) of student performance elicited by the assessment methods.
- III.3 Describe the evaluation criteria the teacher used and how they were communicated.
- III.4 Describe types of feedback the teacher provided to students about the quality of their work.

Category IV: ANALYSIS OF LEARNING AND TEACHING

How well did the teacher monitor and evaluate teaching, and reflect upon the quality of his/her teaching in relation to student learning?

- IV.1 Describe the teacher's reflection on student learning and its connection to his/her teaching.
- IV.2 Describe how the teacher used information about student learning to modify instruction in the future.

¹ Guiding Questions and categories are annually reviewed by committees of practitioners, and may be clarified as part of establishing benchmarks of performance for portfolio scoring.

STANDARDS OF PERFORMANCE FOR BTAP TEACHING PORTFOLIOS

(Subject to change from pilot study)

Acceptable Standard of Performance

Level 4: demonstrates an **advanced** level of competence in meeting the standards

Level 3: demonstrates a **proficient** level of competence in meeting the standards

Level 2: demonstrates a **competent** level of competence in meeting the standards

Consequence: *eligibility for the Proficient Practitioner License provided all other requirements are met*

Conditional Standard of Performance

Level 1: demonstrates a **conditional** level of competence in meeting the standards

Consequence in Year Two: *eligibility for a third year in the BTAP and re-submission of a teaching portfolio*

Consequence in Year Three: *ineligibility for the Proficient Practitioner License*

Unacceptable Standard of Performance

- 1) **Not able to be scored/incomplete:** deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner.

Consequence in Year Two: *eligibility for third year in the BTAP and resubmission of a teaching portfolio*

Consequence in Year Three: *ineligibility for the Proficient Practitioner License*

- 2) **Score of "0": Violation of the Code:** Evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

Consequence in Year Two: *eligibility for a third year in the BTAP only if requested in writing by the superintendent of schools*

Consequence in Year Three: *ineligibility for the Proficient Practitioner License*

STANDARDS OF COMPLETION FOR BTAP TEACHING PORTFOLIOS

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. **Comprehensiveness**

All components of the teaching portfolio are present: lesson logs, videotape(s), student work, and commentaries (as outlined in portfolio handbook guidelines).

2. **Adequacy**

The contents of the portfolio reflect that the beginning teacher has *followed the portfolio handbook directions* with regard to the following:

- period of time teaching is documented
- type of lesson and duration of lesson segments recorded on videotape
- nature and quantity of student work
- content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

3. **Timeliness of Submission**

The portfolio must be received by the specified deadline *on or before May 1*). Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB) and will only be granted upon a finding of good cause.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the BTAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the BTAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

INVALIDATION OF TEACHING PORTFOLIO SUBMISSIONS

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with scoring the portfolio overall or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below.

- Portfolio handbook directions are not followed.
- Components of the portfolio are missing (e.g., commentaries, student work, or videos).
- Work samples or other materials are illegible.
- Technical problems with videotape (e.g., no audio).
- Some or all of the student work or the video is from a class other than the one highlighted in the portfolio unit.
- Student work is not original.
- There is evidence that a videotaped segment has been edited.
- There is evidence that portions of the portfolio submission (e.g., commentaries, videos) are not the beginning teacher's work or represent work that has been plagiarized.
- There is evidence that ethical codes of conduct have been breached.

The Portfolio Incident Report is then referred to the BTAP Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent resubmission of a portfolio or another alternative as determined by the BTAP.

Note 1: *Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "unacceptable," but also in notification to the superintendent of schools.*

Note 2: *The Indiana Professional Standards Board reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well being of students has been jeopardized.*

REQUIRED TEACHING PORTFOLIO FORMAT

Materials Required for Portfolio Submission

In order to assemble the teaching portfolio, obtain the following materials:

- several blank VHS videotapes to tape lessons

Note: Do not submit mini-cassettes.

Note: Submit the original tape and one copy. Keep a copy for yourself.

- one letter-size (8 ½" x 11") accordion folder without flaps or ties

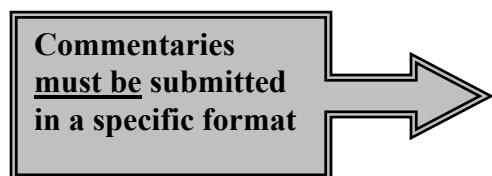
Note: Do not enclose individual portfolio pages in plastic page protectors.

Documentation and Commentaries

Preparing the portfolio requires collecting students' work, videotaping specific events in class, and writing commentaries that explain the choices made as a teacher (e.g., what was taught, how it was taught, and why certain decisions were made). The teaching portfolio is composed of two general types of information: documentation and commentaries.

Documentation includes items such as lesson logs, students' work, assessment tools, and videotapes.

Commentaries are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for commentaries in each portfolio part.



- typed or computer processed on 8 ½" x 11" white paper
- double-spaced with 1" margins
- single-sided
- non-script type font no smaller than 12-point size

Note that commentaries and video segments must adhere to page or time limitations as specified in the portfolio. Scorers are instructed not to read additional text or view more video beyond these limitations.

Pagination

The Teaching Portfolio Class Profile Form (Appendix T.1) is the first page of the portfolio, but it is **not numbered**. The pagination process starts with the next page. Make sure that every page of the portfolio is paginated, including student work. (Page numbers may be handwritten.)

Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For social studies, the coding is as follows: SS + last two digits of submission year + SSN (e.g., **If the submission year is 2003 and your Social Security Number were 123-45-6789, the code would be SS03123-45-6789**).

Label **all** portfolio pages (documentation, student work, and commentaries) with your **Candidate ID #**. If a word processor is used, include the **Candidate ID#** as a running header or footer on every page of the portfolio.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. The portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If the portfolio is to be used for any other purposes, written permission will be required. See Appendix V.3 for an explanation of BTAP policies related to portfolio materials.

Please **do not use your name or the name of your school in any part of your portfolio documentation**. If it appears in any documentation, use "white-out" fluid, correcting tape or black marker to conceal it.

The student work included in the portfolio must be original and authentic, not transcribed by someone else. One-sided photocopies that are legible are acceptable. **Remove student's names from any written student work** that you submit. If necessary, use "white-out" fluid, correcting tape, or black marker to conceal students' names.

Videotaping

Prior to videotaping, notify parents or guardians of students in your class about the purpose of the videotapes required for the portfolio submission. English and Spanish parental/guardian notification forms are available in Appendices V.1 and V.2. Do not submit the signed forms as part of your portfolio but do keep them on file. **Do not submit mini-cassettes.**

When submitting the VHS videotapes (the original and one copy), **label both cassettes with only your Candidate ID #.** During videotaping, however, don't worry about calling students by name, or having them address you by name. Note that your name and other identifying information will remain confidential to the portfolio scorers.

Important Forms to Include with the Portfolio

- ✓ Complete the following four forms. Place them in numerical order, paper clip them as a group, and place them in your accordion folder in front of the actual portfolio.

Do not include them as part of the pagination of your portfolio. They will be processed separately.

- **Return Receipt Form (Appendix R1)** This will be date stamped and returned to you following receipt of your portfolio.
- **Teaching Portfolio Authenticity Sign-Off Form (Appendix R.2)**
- **Teacher Demographic Information Form (Appendix R.3)**
- **Teaching Portfolio Reflection Form (Appendix R.4)**

DIRECTIONS FOR SUBMISSION OF THE TEACHING PORTFOLIO (Subject to change from pilot study)

Assembling the Portfolio

- ✓ Into **ONE** letter-sized (8 ½" x 11") accordion folder, submit the following:
 - paper clipped packet of completed forms R.1, R.2, R.3, and R.4
 - the original portfolio
 - one clearly readable, single-sided copy of the portfolio, including copies of students' work

Note: Be sure that double-sided originals are copied completely.

Note: Secure the original and the copy of your portfolio with binder clips.

- the original VHS videotape labeled with your **Candidate ID#**
 - one audible copy of the VHS videotape labeled with your **Candidate ID#**
- ✓ **Retain a complete copy of the portfolio, including a videotape copy, to ensure that the portfolio can be replaced if lost or misdirected in the mail. Remember, min-cassettes will not be accepted.**
- ✓ **Before submitting the portfolio, it is your responsibility to ensure that all required documents and forms are included and that the videotape meets the acceptable technical quality outlined in Appendix V.4. An incomplete portfolio is considered a "non-scorable" portfolio, requiring you to resubmit a portfolio during a third year of participation in the BTAP.**

Deadline for Submission

Second year teachers: Completed portfolios must be postmarked on or before **May 1**.

Third year teachers: Teachers who are redeveloping a portfolio because of having previously received a "Conditional" score must submit their new portfolios to the address indicated below by **February 1**, to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1 will not be scored until the following summer with score notification in September.

Delivery and Mailing Address

Via U. S. Mail, Express Mail, or Hand-Delivery to:
 Indiana Professional Standards Board
 101 W. Ohio Street, Suite 300
 Indianapolis, Indiana 46204-1953
 ATTN: BTAP Portfolio Project
 Phone: 1-317-232-9010 or 1-866-542-3672

HOW TO GET HELP WITH THE TEACHING PORTFOLIO

The first point of contact for problems or issues with the BTAP is your principal or District Facilitator. He/she is responsible for ensuring that your certified mentor/mentor team provides you with appropriate instructional support, and for facilitating opportunities for certified mentors/mentor teams to meet on a regular basis.

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website. These models are provided to assist schools in developing programs of support for beginning teachers in the BTAP.

State Information Website
 Indiana Professional Standards Board
www.in.gov/psb

SECTION III: GUIDELINES FOR THE DEVELOPMENT OF THE SOCIAL STUDIES TEACHING PORTFOLIO

To begin planning the portfolio, some key decisions will influence the portfolio you produce.

Reference the Professional Teaching Standards

There is no one right way to teach any social studies concept, content, or skill. The professional standards allow for creativity in the methods teachers use to instruct their students. The standards are **guidelines for effective social studies teaching – not a checklist or recipe**. Consider these standards in responding to portfolio questions and providing evidence. **Does your portfolio reflect the incorporation of these standards into your teaching practice? Reference the *Indiana Academic Standards* for social studies since any social studies topic that is aligned with the *Indiana Academic Standards* can be turned into a portfolio unit.** Copies of the *Indiana Academic Standards* are available at the Department of Education website:

www.doe.state.in.us

Click on “Academic Standards”

Start Videotaping Lessons Early

Early in the year, begin to videotape your selected class to allow students to get used to the camera. **Videotape as many of the lessons in your unit as possible.** This will allow you to select from several days of instruction.

Plan Ahead for the Inquiry-Based Lesson

Inquiry-based learning promotes independent learning. **Plan the lesson to assist students in understanding key questions or to encourage students to learn to frame their own questions. Students should model the use of essential skills** used by historians and social scientists (e.g., exploring issues together, evaluating primary documents, examining different perspectives regarding an event, etc.). If students are unfamiliar with this mode of learning, **introduce it to them well before you teach the portfolio lesson.**

Plan Ahead for Videotaped Discussion

Consider which topic/concept will best elicit student discourse that reflects students’ abilities to interpret information, share perspectives and/or draw conclusions. **Discussion should not be lecture based or a fact based review of what students have learned previously. Instead, it should provide students the opportunity to exchange ideas and to make their own connections regarding historical or current issues.** The level and quality of questioning will impact the level of student discourse. Identify key questions and issues that will stimulate a rich discussion. Also, encourage an environment that allows for a free and respectful exchange of ideas.

Plan to Confer with Certified Mentor or Other Colleagues

Work with at least one colleague or certified mentor **to help with the development** of the portfolio. This colleague can be a peer, an experienced teacher, a supervisor, or a current or former certified mentor. Ideally, this colleague, an individual with whom you have a level of trust/comfort, will

promote sharing ideas, risk-taking, and a willingness to critique each other's work. This colleague may help you as you prepare your portfolio, review your lesson logs, videotape your lessons, and work with you as you reflect on and evaluate your own work.

PART A: DOCUMENT A UNIT OF LEARNING

In Part A, document the learning experiences of your students as they explore social studies ideas and concepts and develop essential social studies skills that promote inquiry and active learning.

Standards-based teaching strategies include integrating the social studies contents, and encouraging students to actively process content, think about it critically, and explore its implications. **Essential social studies skills and inquiry are interconnected.** See the glossary at the back of this handbook.

To build a social studies unit that involves inquiry, identify the following:


- overall social studies issues, concepts and/or themes students will explore during the unit
 - content students will learn
 - skills students will develop during the unit
 - ways to gather formal and informal information about students to assess what they have learned
 - how the unit reflects the connections between your instructional goals, your teaching strategies, and student assessments.
- ✓ Select, adapt, and/or design a unit of learning from your primary assignment (e.g., history, geography) that requires approximately 6-9 hours (i.e., 8 days of 45 minute periods, 6 days of 90 minute a periods, etc.).
- ✓ The unit should focus on specific social studies content and skills and include student inquiry. The topic of the unit should provide opportunities for students to explore one or more meaningful social studies issues and questions, and to demonstrate their understandings by applying their knowledge. Reference the *Indiana Academic Standards*.
- ✓ Choose one class to feature in the portfolio documentation. Even if the same unit of learning will be used in more than one class, the portfolio materials must come from only one class.

Task A.1: Teaching Portfolio Class Profile


- ☒ Complete the Teaching Portfolio Class Profile Form (Appendix T.1) and include it as the first page of your portfolio.

Task A.2: Establishing the Context of Your Teaching





- ☒ Write an Introduction to the Teaching Portfolio (no more than 2 pages) in which you respond to the following questions or prompts:
- ✎ Describe what you know about your students as learners of social studies (e.g., academic backgrounds, cultural backgrounds including language proficiency, skill proficiency, social studies understandings and dispositions, class dynamics, special needs students, etc.).
 - ✎ Briefly describe how this knowledge about your students influenced the design of your unit, instruction, and assessment of student learning.

-  Provide a brief description of your school, including any district or schoolwide philosophy that may affect what or how you teach.


Task A.3: Describing Your Unit Goals and Concepts

- ☒ Write a Unit Overview Commentary (up to 3 pages) in which you respond to the following question or prompt:
 -  What overall social studies issue(s), theme(s), or concept(s) will serve as the focus for this unit? Within your response, address the following:
 - How does this issue(s), theme(s), or concept(s) connect to students' previous learning?
 - List your unit goals and briefly describe their connection to your overall issue/theme/concept(s).
 - In this unit, what social studies content(s) (e.g., history, government, geography, economics) do you integrate in your instruction? How and why?

Task A.4: Describing the Unit Design

- ☒ Complete the Portfolio Unit Overview Chart (Appendix T.2), using one row for each lesson. Briefly, include the following for each lesson:
 -  Note the unit goal(s) being addressed.
 -  Note the lesson topic and teaching strategies (in a few words).
 -  Note the type of assessments (either formal or informal) you will use for measuring student learning.
 -  With an asterisk, mark which lessons were videotaped for discussion and inquiry.

Task A.5: Documenting Student Learning

- ☒ After you teach, write a Daily Lesson Log (up to 2 pages per day) **for each lesson in your unit**. The daily logs are meant to provide reviewers with a detailed daily picture of your students engaged in learning and of your actions/instruction, including the ways you monitor student learning. (See Daily Lesson Log Outline at Appendix T.3.)
- ✓ Some lessons may extend beyond one day. While objectives, activities, etc. may be the same, reflect on each day separately.
- ✓ Include any copies of relevant class handouts, overheads, assignments, homework, quizzes, etc., that will help reviewers better understand your lesson. Clearly label these with the corresponding lesson number, then attach them to each corresponding Daily Lesson Log.
-  **Address the following questions or prompts, in the following sequence, for each lesson:**
 - **Lesson number, title and duration**

- ✎ Use a title that summarizes each lesson. It should be short, consisting of just a few words (e.g., museum field trip, primary source analysis, mock trial, lecture, group research, debate). Also, indicate the length of the class session.

- **Lesson description**

- ✎ What content and skills did you expect students to learn from this lesson?
- ✎ What were you and your students doing during the lesson to promote learning? What materials did you and/or your students use?
- ✎ How were students grouped? Why did you choose this arrangement?

- **Reflection**

- ✎ What did students learn in this lesson, and what evidence do you have to support your conclusions? (Cite specific examples.)
- ✎ What, if any, modifications did you make during the lesson? Why?
- ✎ What will you do differently the next time you teach this lesson? Why?






What to Submit:

Using section dividers with tabs, place the following materials behind Tab A in your portfolio:

- ✉ Completed Teaching Portfolio Class Profile Form – Appendix T.1
- ✉ Introduction to the Teaching Portfolio
- ✉ Unit Overview Commentary
- ✉ Unit Overview Chart – Appendix T.2
- ✉ Daily Lesson Logs – Appendix T.3 format (The logs should be in order and numbered to correspond to the lesson numbers on your Unit Overview Chart.)
- ✉ Copies of relevant teaching materials

Key Elements in the Evaluation of Part A

Scorers are looking for evidence that the teacher can plan for and implement standards-based social studies teaching and learning. Scorers will look for evidence of the key elements listed below.

-  The teacher designs unit content that is unit is accurate and comprehensive.
-  The teacher organizes the unit around important social studies concepts, issues, or essential questions.
-  The teacher connects to prior learning throughout the unit.
-  The teacher connects lesson objectives, teaching strategies, and assessments so that students achieve the unit goals.
-  The teacher designs a unit with a variety of teaching strategies, activities, and materials adapted to address students' needs.

PART B: FACILITATE STUDENT LEARNING

In Part B, illustrate how you create a classroom-learning environment that facilitates social studies inquiry and demonstrates how you interact with students in challenging and meaningful ways.

Student exploration of social studies concepts is meaningful when it promotes progress toward important social understanding and civic efficacy. Interactions with students should enrich their understanding of the meaning(s) and implication(s) of the concepts and ideas they are studying.

Teacher-student and student-student interaction should challenge students to do the following:

- to investigate and seek answers to essential questions or concepts
- to explore controversial issues by constructing arguments
- to recognize and modify any individual prejudices
- to understand the implications of different points of view

One of the central goals of social studies education is to assist students in learning to make informed decisions. This important skill can be learned and practiced not only **through the process of inquiry** (see Glossary) but also **through class discussions**. Both forms of instruction should involve discourse that encourages students' interpretation of history and/or current events using essential social studies skills.

The learning environment that you create in your social studies classroom should support students' acquisition of knowledge and ability to think critically. A supportive learning environment, a prerequisite for effective discussion and inquiry, allows students to explore social studies issues, exchange ideas, and engage in challenging tasks and projects.

- ✓ Decide which of the unit's activities will be videotaped to represent **your students actively involved in class discussions and/or engaged in social studies inquiry**.
- ✓ **Notify parents/guardians of students in the portfolio class that lessons will be videotaped.** See Appendices V.1 and V.2 for sample notification letters, or use a form letter approved by your district. If a parent or guardian objects to having his/her child videotaped you must make arrangements to remove the student from the view of the camera.
- ✓ Arrange for videotaping equipment and a camera operator. See Appendices V.3 and V.4 for videotaping policies and procedures.
- ✓ Identify two 15-minute lesson segments that demonstrate students engaged in (a) a class discussion and (b) inquiry-based learning. These two segments should capture two distinct learning activities in your classroom as described below. **Do not submit mini-cassettes.**
- ✓ **Both the class discussion and the inquiry activity segments must be submitted on one videotape.** To make it possible for reviewers to easily locate the segments you have selected, make a copy of the original tape, and on the copy erase everything but the segments that you have selected for review. Allow at least 15 seconds of tape to advance before you start your taping of each segment. Label the videotape cassette with your **Candidate ID #**.

Task B.1: Video Segment 1 - Class Discussion

- ✓ **This segment should represent the way in which you foster discussion in your classroom.** and demonstrate your skill in promoting class discussion that encourages students to exchange ideas and to make their own connections regarding historical and/or current issues. This segment should highlight your interaction with students, how you model and encourage respectful and responsible discussion among students, and the level and quality of questioning you use.
- ✓ The videotaped class discussion segment should be **15 consecutive, unedited minutes in length**. Scorers will only view the first 15 minutes of the class discussion video.

Task B.2: Video Segment 2 - Inquiry Learning Activity

- ✓ This segment should show **you and your students engaged in an inquiry-based activity**. The 15-minute segment should feature two components that may span more than one lesson and one day:
 - introduction of essential question(s)
 - the teacher working directly with students as they actively engage in investigation

The two components, introduction and investigation, may occur on different days. **Your introduction must be unedited and student investigation must be an unedited clip.** Decide how many minutes of each component to submit. However, scorers will only view the first 15 minutes of your inquiry video without exception.

- ✓ When taping is complete, **review your videotape and select the segments you want to include in the portfolio.** Few class lessons are perfect or ever run exactly as planned and this is not expected of your class or your videotape. Address these issues in your accompanying commentary.

Task B.3: Analyzing Videotaped Teaching and Learning

- ✉ Write a commentary (up to 3 pages) in which you reflect upon the videotaped discussion and inquiry learning activities by responding to the following questions or prompts:

• Video Segment 1 - Class Discussion

- ✎ Describe your role in facilitating this discussion. Cite evidence to support your answer.
- ✎ How did this discussion advance students' learning of an important concept(s) of the unit?
- ✎ What would you do differently, or continue to do, to strengthen students' ability to think critically?

• Video Segment 2 – Inquiry Learning Activity

- ✎ How did this inquiry activity advance students' learning of an important concept(s) of the unit?
- ✎ How did this inquiry activity enable students to think critically about historical or current events?
- ✎ What would you do differently, or continue to do, to advance students' ability to engage in inquiry?

What to Submit:

- ✉ Videotape Segment 1 - Class Discussion
- ✉ Videotape Segment 2 - Inquiry Learning Activity
- ✉ Commentary on videotaped teaching and learning (placed behind Tab B in your portfolio)
- ✉ In your Unit Overview Chart (Task A.4), asterisk the daily lesson numbers that include the discussion and inquiry video segments.
- ✉ Tab the Daily Lesson Logs (Task A.5) in Part A that include the discussion and inquiry video segments.

Key Elements in the Evaluation of Part B

While watching the video segments and reading the corresponding commentary, scorers will look for evidence of the key elements listed below.

- 🔑 The teacher uses instructional strategies that provide students with opportunities to engage in discussion and inquiry-based activities that promote independent learning.
- 🔑 The teacher promotes a learning environment that creates a classroom atmosphere where students are comfortable stating and supporting their opinions, and exchanging ideas with both the teacher and with other students.
- 🔑 The teacher uses a variety of instructional strategies that provide students with opportunities to use essential social studies skills and to engage in discussion in order to develop an understanding of key social studies concepts.
- 🔑 The teacher designs the unit's inquiry-based activity to involve students in seeking answers to essential questions, investigating multiple sources and perspectives, and making informed decisions about historical or current issues.

PART C: EVALUATE STUDENT LEARNING

In Part C, illustrate how you analyze student learning in relationship to your instruction in the unit of learning.

Effective teachers assess students on an ongoing basis as part of the learning process and are adept at using multiple evaluation methods to measure and interpret student performance. **Include assessments as an integral part of unit planning.** The information you gather on the progress of individuals and on the class as a whole allows you to evaluate student learning in relation to your instructional strategies. Ongoing assessment also serves as a basis for modifying instruction in order to improve student learning.

The use of a variety of formal and informal assessment methods can provide rich information about your students' understanding of social studies themes, concepts and content, and their development of social studies skills. The basis of effective assessment includes not only students' application of content knowledge, but also their understanding of its relationships with concepts and/or essential questions, and the integration of social studies skills. In addition, the assessment strategies you use as a part of the learning process should facilitate students' progress toward the unit goals.

The evaluation criteria that you use to review the quality of student work should be defined, shared, and understood by the students, so students can internalize the criteria for quality work and learn to develop the habit of self evaluation. Students' work and their learning outcomes should also serve as a basis for self-evaluation of your own teaching.

Task C.1: Selecting Three Assessments

- ✓ From the assessments included in Part A with your Daily Lesson Logs (e.g., homework, in-class work, projects, presentations, test, or quizzes, etc.), select three assessments that best represent the variety of ways in which you evaluate student learning.

Task C.2: Selecting Two Students/Collecting Their Work

Select two students who have demonstrated different levels of social studies understandings and performance. Submit the same three assessments for both of these students.

- ✓ Include any instructions that students received with these assessments.



For the three student assessments (including inquiry-based products from Part B) do the following:

- ✓ Label **all work** with the words “Student #1” or “Student #2” in large print at the top of the first page of each assessment. (Remember to number the pages of student work along with your other portfolio pages.)
- ✓ Include **all written feedback** to the students. Be sure reviewers will be able to distinguish your feedback from the students’ work. For corrections and/or comments, use a wider felt-tipped pen or highlight corrections and/or comments after photocopying.
- ✓ Submit either written and/or video evidence of student assessments. Any paper copies of student work that are not written works must conform to 8 ½” by 11” guidelines (e.g., photocopied photographs are acceptable; posters larger than 8 ½” by 11” are not).
- ✓ Submit any video evidence of student assessments (e.g., presentations, plays, etc.) without exceeding five minutes (may be an edited, non-continuous recording). Place any clearly identified videotaped assessments after your video segments for Part B and note their location on the Unit Overview Chart (Appendix T.2) and within your commentary. For video submissions, be sure to identify Student #1 and Student #2 in your commentary.
- ✓ Use black marker or white out to remove all student names from the assessments.
- ✓ Photocopy, if necessary, written student assessments so that writing appears only on one side of each page.
- ✓ **Make sure the student work is legible.** Trace parts of the student handwriting in ink if necessary.





Task C.3: Writing a Commentary

- ☒ Write a two-part commentary (3 page maximum) by responding to the following questions about your three assessment strategies and about the two selected students.

- **Regarding your assessments**

-  How did you communicate your expectations for quality work to all students in your class?
-  In what ways did the assessments inform you about your students' learning? Provide specific examples.

- **Regarding your students' achievement**

-  Briefly describe the two students you selected and why you selected them.
-  How would you relate or compare the performances of the two students you selected to your whole class?
-  What was your evaluation of the social studies content and skills Student #1 and #2 learned? Use specific examples from each student's work to illustrate your points.
-  How did you modify instruction or assessments for either of these students since the beginning of the unit?

What to Submit:

Place the following behind Tab C in your portfolio:

- ☒ Copies of your assignments and copies of student work (Task C.1)
- ☒ Your commentary (Task C.3)

Key Elements in the Evaluation of Part C

Scorers will review the quality of the assessments used throughout the unit and will look for evidence of the key elements listed below.

- 🔑 The teacher connects assessments to his/her unit goals, lesson objectives and teaching strategies.
- 🔑 The teacher uses a variety of assessment methods throughout the unit to monitor student progress.
- 🔑 The teacher consistently and clearly communicates expectations for quality work to students.
- 🔑 The teacher provides thorough and useful feedback to students about their work and how to improve their performance.
- 🔑 The teacher accurately analyzes students' progress by citing supporting evidence from students' work.
- 🔑 The teacher adjusted his/her teaching based on analysis of assessments used and on student learning.
- 🔑 The teacher provides thorough and useful feedback to students about their assessments and how to improve their performance.




PART D: ANALYZE YOUR TEACHING

In Part D, review your portfolio materials and reflect on your teaching and the learning of your students throughout the unit.

Effective social studies **teachers continually refine their practice through self- evaluation and reflection**. Through review and analysis of their own planning and instruction, teachers learn how to improve their effectiveness. Analysis of student learning helps teachers to adapt and apply what works, and to modify less effective practices in favor of more promising approaches. **Self-evaluation is a lifelong tool for learning and improving the quality of teaching and student learning.**


Task D.1: Writing a Final Commentary

- ✓ After collecting and documenting all that has been required in the portfolio guidelines, **review** your portfolio materials in light of the guiding questions and **reflect** overall upon your teaching, your assessment strategies, and the learning of your students across the entire unit. **Refer to specific events from the unit of learning to support your responses to the following questions.**
- ☒ Write a final commentary (up to 3 pages) in which you respond to the following questions or prompts. Unlike your Daily Lesson Log reflections in Part A, describe broad patterns in your teaching and in your students' learning.

-  Overall, what did you learn about your students' ability to develop and/or use social studies skills and inquiry processes during this unit?
-  Overall, how did your unit design and instructional strategies support students' abilities to develop and/or use social studies skills and inquiry processes during this unit?
-  Overall, how can you improve the instructional design and implementation of this unit for a similar group of students in the future? Be specific and support your ideas with relevant evidence from the portfolio.




What to Submit:

Place the following behind Tab D in your portfolio:

-  Your commentary (Task D.1)

Key Elements in the Evaluation of part D

The scorers will review the quality of your reflection and look for evidence of the key elements listed below.

-  The teacher establishes a clear connection between instructional plans, teacher strategies and assessments with student learning.
-  The teacher addresses evaluation of students' use and development of social studies skills and inquiry processes in relation to your instructional design and strategies.
-  The teacher suggests specific instructional modifications that will improve the quality of his/her teaching and links what he/she learned about students' performance.

PORTFOLIO ASSEMBLY CHECKLIST

Ensure that your accordion folder includes the following materials, **in the following order** :

☒ **APPENDICES R.1, R.2, R.3, AND R.4**

- ☐ **Complete the four forms.**
 - ☐ Return Receipt Form (Appendix R.1)
 - ☐ Teaching Authenticity Sign-off Form (Appendix R.2)
Be sure it contains your Candidate ID #.
 - ☐ Teacher Demographic Information Form (Appendix R.3)
 - ☐ Teaching Portfolio Reflection Form (Appendix R.4)
- ☐ **Photocopy each form and keep the photocopies for your records.**
- ☐ **Arrange the original forms in numerical order, fasten with a paper clip, and place in your accordion folder.**

☒ **PORTFOLIO**

- ☐ **Assemble the following forms, documentation and commentaries in the order listed below.**
 - ☐ Task A.1: Teaching Portfolio Class Profile Form (Appendix T.1)
(This completed page is the first page of the portfolio, but **do not number this page.**)
 - ☐ Task A.2: Establishing the Context of Your Teaching
(The pagination starts here.)
 - ☐ Task A.3: Describing Your Unit Goals and Concepts
 - ☐ Task A.4: Describing the Unit Design
 - ☐ Task A.5: Documenting Student Learning

Photographs depicting models or posters created by the students that are part of their learning performance can be added to the portfolio **if they provide important information about student learning during the unit.**

 - ☐ Task B.3: Analyzing Videotaped Teaching and Learning
 - ☐ Task C.1: Selecting Three Assessments
 - ☐ Task C.2: Selecting Two Students/Collecting Their Work
 - ☐ Task C.3: Writing a Commentary
 - ☐ Task D.1: Writing a Final Commentary
- ☐ **Paginate your portfolio. Verify that pages were properly paginated.**
- ☐ **Verify the following:**
 - ☐ Your portfolio has been typed on 8½" x 11" white paper, single-sided, double-spaced in a non-script font no smaller than 12-point.
 - ☐ Your name, the school name, and students' names have been removed from all portfolio documents, including handwritten materials.
 - ☐ Your **Candidate ID #** appears on each page of the portfolio.
 - ☐ All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.
 - ☐ Handwritten documents (e.g., students' work, teacher feedback) are legible.
- ☐ **Make two (2) photocopies of the portfolio.**
- ☐ **Verify that copies are one-sided, all student work is photocopied, and every page is legible.**

- ☐ Secure your original with a binder clip. Secure each copy with a binder clip.

Do not enclose individual portfolio pages in plastic page protectors.

- ☐ Place the original and one copy into your accordion folder. Keep one copy for your records.

☒ **VIDEOTAPE**

- ☐ Verify the following:

- ☐ Videotape segments follow the guidelines outlined in Tasks B.1 and B.2.
- ☐ Videotapes (original and two copies) are of sufficient technical quality (i.e., students and teacher can be clearly heard) and are not mini-cassettes.

Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.

- ☐ Your **Candidate ID #** appears on your videotapes (original tape and two copies).
- ☐ Place the original tape and one copy of the tape into your accordion folder. Keep one copy for your records.

What to Submit in Accordion Folder:

- ☒ a packet of forms R.1-R.4, paper clipped
- ☒ the original portfolio, binder clipped
- ☒ one legible copy of the portfolio, binder clipped
- ☒ the original videotape labeled with Candidate ID# (no mini-cassettes)
- ☒ one audible copy of the videotape labeled with Candidate ID# (no mini-cassettes)

SECTION IV: APPENDICES

APPENDIX R.1: RETURN RECEIPT FORM

Beginning Teacher Assessment Program

Directions: *Complete this form and place it as the first item in you accordion folder when you submit your portfolio.*

Mailing or Delivery Date of Portfolio: _____

Candidate Identification (ID) Number: _____

Candidate Name: _____

Address to which this receipt should be mailed:

Home Address (if different):

Telephone Number: _____

Email Address(es): _____ (home)

_____ (school)

Superintendent's Name: _____

School District/School Name _____

Mailing Address: _____

School Telephone Number: _____

Optional: If you wish a copy of this receipt mailed to your superintendent, please check the box below. This will be done at the time of portfolio receipt.

☐ ***Please send a copy of this receipt to my superintendent.***

APPENDIX R.2: TEACHING PORTFOLIO AUTHENTICITY SIGN-OFF FORM

Indiana Professional Standards Board Beginning Teacher Assessment Program

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

This teaching portfolio has been submitted as part of completing the Beginning Teacher Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that **the ultimate responsibility for compiling the portfolio documentation** (including writing the commentaries) **lies with the beginning teacher**. However, beginning teachers are *encouraged* to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

Attestation by Beginning Teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.
- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.
- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.
- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.
- There is no plagiarized material in the portfolio.

Teacher's Signature

Teacher's Name (printed)

Date

Candidate ID#

Attestation by Principal

To the best of my knowledge, the statements above are accurate.

Principal's Signature

Principal's Name (printed)

Date

APPENDIX R.3: TEACHER DEMOGRAPHIC INFORMATION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1. Your Social Security Number: _____
2. Your gender: ☐ 1. Female ☐ 2. Male
3. Your ethnicity (**Check one**):
 - ☐ 1. Asian American
 - ☐ 2. Black
 - ☐ 3. Hispanic
 - ☐ 4. Native American
 - ☐ 5. White
4. Regional ESC number (*See Educational Service Centers graphic that follows this form*): _____
5. School type where you teach (**Check one. If you teach at more than one school, check for primary school type**):
 - ☐ 1. Elementary School
 - ☐ 2. Middle/Junior High School
 - ☐ 3. High School
 - ☐ 4. Other _____
(Please specify)
6. Grade levels included in school where you teach. (**Check one. If you teach at more than one school, check for primary school type**):

<input type="checkbox"/> 1. pk-4 or pk-5	<input type="checkbox"/> 3. k-4 or k-5	<input type="checkbox"/> 5. 5-8, 6-8, or 7-8
<input type="checkbox"/> 2. pk-6, pk-7, or pk-8	<input type="checkbox"/> 4. k-6, k-7, or k-8	<input type="checkbox"/> 6. 9-12
		<input type="checkbox"/> 7. Other _____ (Please specify)
7. Your specific teaching assignment (**Check one**):
 - ☐ A. Departmentalized by subject matter
 - ☐ B. Interdisciplinary team
 - ☐ C. Co-teaching in regular classroom
 - ☐ D. Team teaching in regular classroom
 - ☐ E. Art or music instructor only
 - ☐ F. Self-contained classroom (most students are present for a full day)
 - ☐ G. Resource room (students are present for two hours or less per day)
 - ☐ H. Part-time special class (students are present for more than 2 hours per day, but less than a full day)
 - ☐ I. Other: _____
(Please specify)

8. Which below characterizes your assigned mentoring situation during your first year of teaching?
(Check One)

- ☐ A. Individual mentor teaching in my content area and building
- ☐ B. Individual mentor teaching in my content area, but not building
- ☐ C. Individual mentor teaching in my building, but not content area
- ☐ D. Individual mentor, but one not teaching in my content area or building
- ☐ E. Team mentoring, with at least one mentor teaching in both my content area and building
- ☐ F. Team mentoring, with at least one mentor teaching in my content area, but not building
- ☐ G. Team mentoring, with at least one mentor teaching in my building, but not content area
- ☐ H. Other _____

(Please specify)

9. At which institution and level did you complete your teacher preparation program/coursework related to your current license and teaching assignment in Indiana? (Check all that apply)

INSTITUTION:

- | | | | |
|---|---|--------------------------------------|----------------------------------|
| <input type="checkbox"/> 1. Anderson University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 2. Ball State University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 3. Bethel College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 4. Butler University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 5. Calumet College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 6. Depauw University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 7. Earlham College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 8. Franklin College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 9. Goshen College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 10. Grace College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 11. Hanover College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 12. Huntington College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 13. Indiana State University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 14. Indiana University Bloomington | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 15. Indiana University East | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 16. Indiana University Kokomo | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 17. Indiana University Northwest | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 18. Indiana University South Bend | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 19. Indiana University Southeast | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 20. Indiana Wesleyan University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 21. IU PU at Fort Wayne | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 22. IU PU at Indianapolis | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 23. Manchester College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 24. Marian College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 25. Oakland City University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 26. Purdue University | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 27. Purdue University Calumet | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 28. Saint Francis College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 29. Saint Joseph's College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 30. Saint Mary's College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 31. St. Mary of the Woods College | <input type="checkbox"/> 1. Undergraduate | <input type="checkbox"/> 2. Graduate | <input type="checkbox"/> 3. Both |

- | | |
|---|---|
| <input type="checkbox"/> 32. Taylor University | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 33. Tri State University | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 34. University of Evansville | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 35. University of Indianapolis | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 36. University of Notre Dame | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 37. University of Southern Indiana | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 38. Valparaiso University | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 39. Wabash College | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 40. Alternate Route to Licensure | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |
| <input type="checkbox"/> 41. Out-of-State: _____ | <input type="checkbox"/> 1. Undergraduate <input type="checkbox"/> 2. Graduate <input type="checkbox"/> 3. Both |

(Please specify institute)

- ☐ 42. Other: _____

(Please specify)

10. Using the scale provided, please rate the following resources in your school (**Note: N/A means Not Applicable**)

- | | |
|---|--|
| A. Number of computers: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| B. Computer accessibility: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| C. Library/media resources: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| D. Library/media accessibility: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| E. Lab equipment: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| F. Number of basic calculators: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| G. Number of scientific calculators: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| H. Number of graphing calculators: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| I. Laboratory materials/supplies: | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| J. Internet capability (teachers): | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| K. Internet capability (students): | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |
| L. Other technology (Specify): | <input type="checkbox"/> 1. More than adequate <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Less than adequate <input type="checkbox"/> 4. N/A |

11. Which of the following computer resources did you use, or have your students use, during the teaching of your portfolio unit? (**Check all that apply**)

- | | <u>You</u> | <u>Students</u> |
|---|------------|-----------------|
| A. Word Processing | _____ | _____ |
| B. PowerPoint or other type of presentation | _____ | _____ |
| C. Internet | _____ | _____ |
| D. Spreadsheet | _____ | _____ |
| E. Data analysis | _____ | _____ |
| F. Instructional programs (e.g., computer simulation, guided instruction) | _____ | _____ |
| G. Other (Please specify) | _____ | _____ |

EDUCATIONAL SERVICE CENTERS

Region 1

Southern Indiana Education Service Center
Jasper, IN 47547

Region 2

William E. Wilson Education Center
Charlestown, IN 47111

Region 3

West Central Education Center
Greencastle, IN 46135

Region 4

East Central Education Center
Connersville, IN 47331

Region 5

Wabash Valley Education Center
West Lafayette, IN 47906

Region 6

Northwest Indiana Education Center
Highland, IN 46322-1299

Region 7

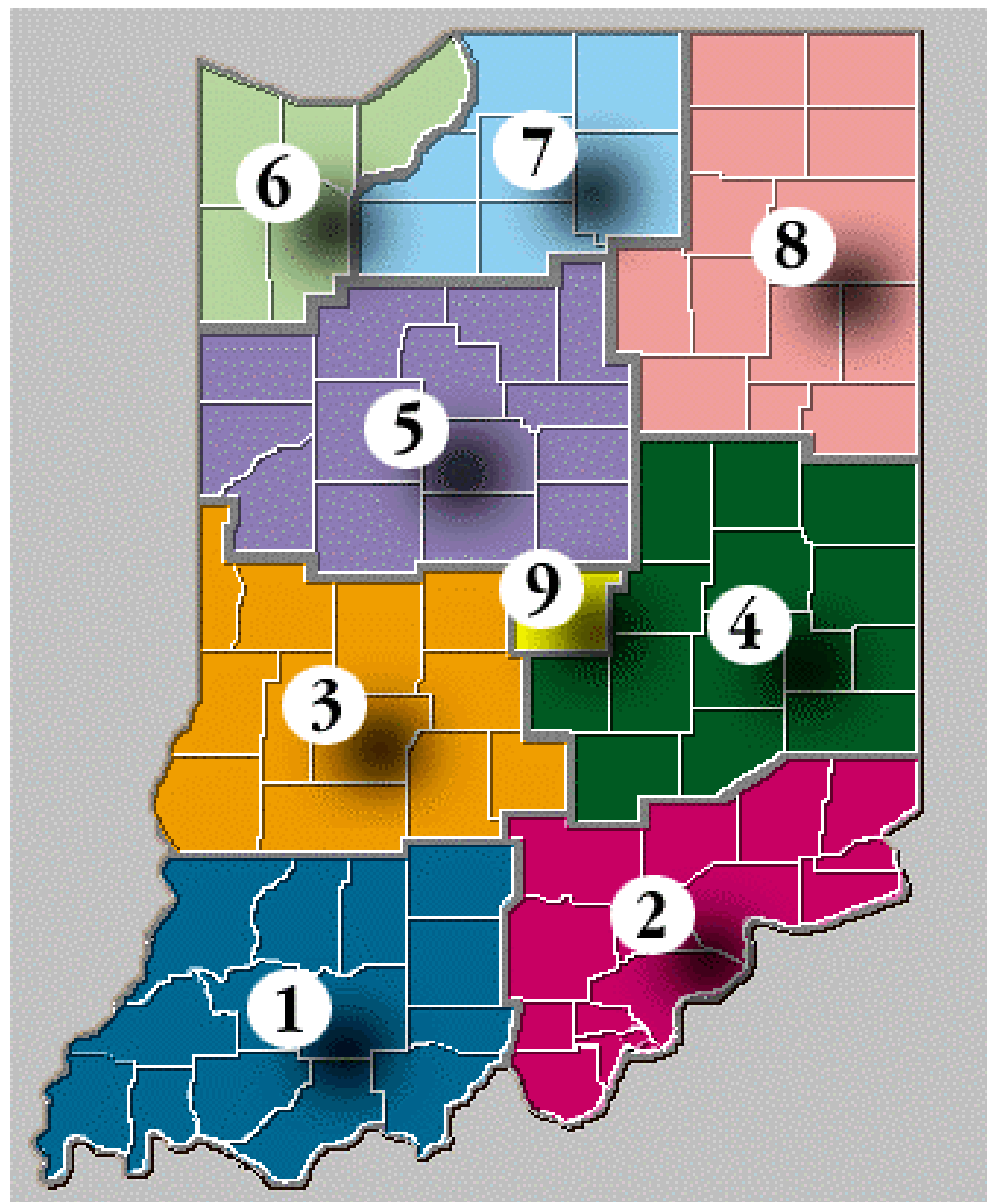
Northern Indiana Education Center
Mishawaka, IN 46545

Region 8

Region 8 Education Service Center
Markle, IN 46770

Region 9

Central Indiana Education Service Center
Indianapolis, IN 46268



APPENDIX R.4: TEACHING PORTFOLIO REFLECTION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Social Security Number: _____
2. Your content area: _____
3. Which of the following were sources of support for you as you completed your portfolio? (*Check all that apply*)
 - ☐ Beginning teachers also completing portfolios
 - ☐ Colleagues who had completed portfolios in previous years
 - ☐ Other colleagues (*Please specify*): _____
 - ☐ My formally assigned mentor
 - ☐ Support seminars (*Please specify - district, consortium, building, etc.*) _____
 - ☐ My principal
 - ☐ My department chair
 - ☐ IPSB Teacher-in-Residence or scorer (*Please specify*) _____
4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree, Strongly Disagree***.

Completing this portfolio provided me the opportunity to demonstrate:

- a. ...my content area knowledge in a way that was not assessed with the Praxis II exam.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- b. ...my understanding of the content standards.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- c. ...my ability to design instruction.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- d. ...my ability to implement instruction.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- e. ...my ability to assess student work.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- f. ...my ability to monitor and adjust instruction based on student assessment.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- g. ...my ability to modify instruction based on accommodations to students' needs, interests, and backgrounds.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- h. ...my ability to manage my classroom.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree
- i. ...my ability to reflect upon my teaching practices.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. Disagree
☐ 4. Strongly Disagree

APPENDIX T.1: TEACHING PORTFOLIO CLASS PROFILE FORM

(This will be the first page of your portfolio.)

Portfolio: Content area: _____ Course title: _____

Unit name: _____

Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____

Class sessions during the instructional unit: _____ Block schedule _____

(Specify & describe) _____

Class meetings with the selected class per year: _____

Grade level(s) in your portfolio class: pre-k 1 2 3 4 5 6 7 8 9 10 11 12 *(Circle all that apply)*

Composition of your portfolio class:

_____ Number of boys	_____ % Black
_____ Number of girls	_____ % Hispanic
_____ Number of bilingual students	_____ % White
_____ Number of students identified as	_____ % Asian/Pacific Islander
special education students	_____ % American Indian/Alaskan Native
	_____ % Biracial

Ability grouping: _____ heterogeneous _____ homogeneous (____ advanced, ____ average, ____ general)

Primary texts used in portfolio class *(Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.)*

(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction)

Number of other adults in the room during portfolio instruction: _____

If one or more, please specify title(s)/role(s): *(Check all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Parent volunteer |
| <input type="checkbox"/> Co-teacher | <input type="checkbox"/> Other |

Community: _____ Rural _____ Suburban _____ Urban _____ Other

_____ Mostly affluent families _____ Mostly upper middle-class families

_____ Mostly lower middle-class families _____ Significant number of families at or near the poverty line

_____ Mixture of economic statuses (describe)

School: _____ Pre-K _____ Elementary _____ Middle or Junior High _____ High School _____ Other

Total number of students in the school _____ Public _____ Private

Access to Technology:

Basic four function calculators _____ exceptional _____ adequate _____ wanting

Scientific calculators _____ exceptional _____ adequate _____ wanting

Graphing calculators _____ exceptional _____ adequate _____ wanting

Computers _____ exceptional _____ adequate _____ wanting

Manipulatives for inquiry _____ exceptional _____ adequate _____ wanting

Consumables for Inquiry _____ exceptional _____ adequate _____ wanting

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

Mentor:

_____ Building level content-specific supervisor
(e.g., department chair)

_____ Building level content-specific teacher

_____ Other _____

Teaching Assignment:

_____ Departmentalized by subject

_____ Interdisciplinary team

_____ Departmentalized and interdisciplinary

_____ Other _____

APPENDIX T.2: TEACHING PORTFOLIO UNIT OVERVIEW (GOALS-LESSONS-ASSESSMENTS)

Lesson Number	Unit Goal # (s)	Lesson Topic and Teaching Strategies (Asterisk the videotaped lessons.)	Assessment(s)


APPENDIX T.3: DAILY LESSON LOG OUTLINE

(See Task A.5)




Directions: Using the format below, **respond to each question for each lesson taught.**

Single-space Lesson Logs –Some lessons may extend beyond one day; however, complete one page per day for a 45-minute period or 2 pages per day (if needed) for a 90-minute period.

Lesson Number, Title and Duration




-  Use a title that summarizes each lesson. It should be short, consisting of just a few words (e.g., museum field trip, primary source analysis, mock trial, lecture, group research, debate). Also, indicate the length of the class session.

Lesson Description

-  What content and skills did you expect students to learn from this lesson?
-  What were you and your students doing during the lesson to promote learning? What materials did you and/or your students use?
-  How were students grouped? Why did you choose this arrangement?

Relevant class handouts, copies of overheads, assignments, teaching notes and other materials should be labeled with the corresponding lesson number, then **attached to each corresponding Daily Lesson Log** so that BTAP scorers can understand your lesson.

Reflection

-  What did students learn in this lesson and what evidence do you have to support your conclusions? Cite specific examples.
-  What, if any, modifications did you make during the lesson and why?
-  What will you do differently the next time you teach this lesson? Why?

APPENDIX V.1: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (ENGLISH)

Notice to Parents or Guardians

Dear Parent/Guardian:

I am participating in the Beginning Teacher Assessment Program developed by the Indiana Professional Standards Board. The Board is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both the students and myself, the primary focus of the tape is on my teaching not the students in the class. Your child may be included in this videotape or his/her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Indiana Professional Standards Board will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the videotape that I submit, please let me know. Thank you for your help and consideration in this matter.

Sincerely,

Date:

APPENDIX V.2: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (SPANISH)

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa “Beginning Teacher Assessment”, un programa desarrollado por el Indiana Professional Standards Board (La Administración Profesional de los Requisitos de Indiana). Esta Administración está desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la enseñanza. Los nuevos maestros van a preparar una cartera de realización para mostrar lo que sepan y lo que sean capaces de hacer. El objetivo de este programa es dar más apoyo y dirección a los nuevos maestros para mejorar la calidad de la enseñanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de enseñar. Aunque el video va a incluirnos a los estudiantes y a mí, el foco principal del video es de mi enseñanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administración de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi enseñanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabación, haganme el favor de avisarme. Les agradezco mucho su cooperación en este asunto.

Sinceramente,

_____ Fecha: _____

APPENDIX V.3: BTAP POLICIES GOVERNING THE USE OF VIDEOTAPES AND RELATED TEACHING PORTFOLIO MATERIALS

Videotapes and related materials submitted in connection with the BTAP are used for multiple purposes. These purposes fall generally into two categories: (a) uses for which teacher consent is not requested, and (b) uses for which teacher consent is required, and the IPSB will ask for a teacher's consent prior to use.

(a) Uses for which beginning teacher consent is not requested:

- evaluation of teaching as part of BTAP assessments
- pilot-testing and validation of BTAP assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the names of teachers, students or schools. In addition, educators being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the training session.

(b) Uses for which beginning teacher consent is required:

- professional development for beginning teachers, principals, and other educators involved in the BTAP in which illustrative examples of effective teaching practice are provided
- dissemination of exemplary examples of student work and curriculum materials for educational purposes such as teacher training
- videotape and portfolio-related materials selected to communicate the goals and programmatic aspects of the BTAP to a wide audience of educators.

Neither communications materials nor examples of exemplary teaching, student work or curriculum will be used for any commercial purposes.

APPENDIX V.4: PROCEDURES FOR CLASSROOM VIDEOTAPING

Introduction

These procedures are provided to help you produce a video that clearly represents the teaching and learning in your classroom. In order to capture elements of effective instruction and student learning, you will need to produce a videotape of reasonable audio and video quality. Be sure to use a new, better quality VHS videotape. **Mini-cassettes cannot be submitted.** These procedures will help you successfully produce a video with minimum problems that will fulfill the requirements of these portfolio guidelines.

Preparation and Practice

First, we do NOT expect a television production. It is important, however, that the quality of the videotaped lessons/activities be sufficient for scorers to understand what happened in your classroom.

- ✓ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:
 - your principal
 - a certified mentor or colleague
 - your school or district media or A/V specialist
 - another beginning teacher who has done/is doing videotaping
- ✓ **Schedule/reserve** the necessary video/audio equipment well in advance.
- ✓ **Advise your principal** about your need to videotape lessons for the portfolio.
- ✓ **Meet with the camera operator** (student or colleague) to plan the taping prior to videotaping your lesson.
- ✓ **Discuss** the following questions:
 - Where will you and your students be during the lesson?
 - Will different activities require students to regroup or move around the classroom?
 - How will the use of instructional materials be recorded?
 - What will the video operator need to capture?
 - If applicable, when should the operator zoom in or rotate the camera to a new position?
- ✓ **Practice the videotaping process.** This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.
- ✓ **Adjust**, if necessary, **for the light source** (incandescent, florescent or daylight) each time a recording is made. Newer cameras may be automatic, thus requiring no adjustment.

Audio Guidelines

The microphone built into the camera may be adequate. After videotaping a lesson for practice purposes, test to determine whether the built-in audio is sufficient. When reviewing the videotape, **consider whether others will be able to understand what you and your students said** (e.g., teacher directions and questions, student questions and responses, discussions). If you find that the sound is unacceptable, try to obtain an external microphone, that is, a microphone that can be connected to the camera and pick up sound throughout the classroom.

Other tips to improve audio:

- Remember that your sound recording will be better the closer the microphone is to the action. Decide where to position the microphone to best capture teacher and student voices. If you need to move the camera to capture the sound or action, be sure to keep the camera on during the move.
- For almost all video cameras, if you use an external microphone (generally connected to the external mike jack on the camera), the built-in microphone will automatically turn off. Only sounds picked up from the external microphone will be recorded. If the external microphone is not completely inserted in the jack, NO sound will be recorded. To test if the external microphone works, the camera operator may use headphones to listen as they record and review the practice videotape(s).
- Since audio is the most important aspect of videotaping, be sure to check your audio at each taping session with the headphones plugged into the camera or recorder. Many audio problems, such as poor connections between microphone cables, bad cables, noise from the hallway, etc., can be detected by periodic monitoring during recording. However, the best way to test for quality is to listen to a playback of the videotape *before* starting a lesson and *after* the taping.

Power and Safety Issues

When feasible, it is best to use AC power instead of batteries for videotaping, because most batteries used in today's camcorders develop a condition that prevents them from being fully charged. AC power may be the only effective way of operating a camera for 45-50 minutes. When AC power is being used, **make certain that any cables or extension cords are safely positioned in the classroom to avoid injury to students and damage to equipment.**

GLOSSARY OF TEACHING PORTFOLIO TERMS

Alignment refers to a direct relationship and link among standards, learning outcomes, lesson content instructional activities and assessment methods.

Assessment is a process designed to elicit what students know and are able to do with their knowledge.

- **Formative assessment** demonstrates the progress students make during the learning unit. Monitoring is ongoing and can be formal or informal.
- **Summative assessment** is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated with it, even if the instrument is flexible and personal (e. g., journal entries).

Commentary is the written comments, reflections, and analyses of an instructor's teaching that provide the connections between the artifacts of his/her teaching and thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions made as a teacher. The portfolio commentaries are all prompted within the content specific handbooks.

Differentiation is addressing learning modalities, appealing to diverse interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

Discourse includes the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions, feedback) or visual dialogue (charts, graphs, paintings).

Inquiry is the process of investigation allowing students to actively engage a new concept or learning objective through exploration.

Performance-Based Assessment is an assessment that includes what a student or teacher is able to do (performance) rather than assessment that is simply an explanation of what they know.

Professional Growth includes information/experiences that allow a teacher to grow as a professional. Examples are experimenting with new approaches and strategies in the classroom, examining or reflecting on student learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

Reflective Practitioner is a teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally and adjust his/her teaching to accommodate the needs of student learners.

CONTENT SPECIFIC TERMS

Activities are learning tasks in which students are engaged in order to achieve objectives that are related directly to the central ideas. They contribute to the development or review of such ideas and skills already identified.

Concepts are major or key ideas that are applicable course-wide; concepts both provide a vision for and assist the teacher and students in organizing course content.

Essential social studies skills involve particular skills students learn or use to facilitate interpretations of major social studies concepts and to guide them in making informed decisions about historical or current issues. While engaged in the inquiry process, skills such as determining the reliability of a historical source, determining the factual accuracy of a statement, and/or distinguishing relevant from irrelevant information are critical to an understanding of history and the social sciences. Recognizing logical inconsistencies or fallacies in a line of reasoning, distinguishing between warranted and unwarranted claims, and determining the validity of an argument are examples of essential social studies skills used by historians and social scientists during the process of inquiry.

Inquiry is the process of investigation. The process of inquiry includes, but is not limited to, three steps when implemented in the classroom. These three steps provide opportunities for students to do the following:

- frame or demonstrate an understanding of essential question(s) about a(n) historical or current issue(s)
- investigate resources relating to the issue(s)
- draw conclusions based on their analysis of sources and respond to the essential question(s)

Literacy is the knowledge, skills, and dispositions that enable students to construct meaning and make sense of the world through reading, writing, speaking, listening, viewing, and enacting.

Methods are instructional tools used by the teacher to implement objectives that are related directly to the concepts and goals of the unit.

Themes serve as broad organizing strands that draw from all of the social studies contents and other related contents to construct a framework for curriculum design. Themes are interrelated and generally spiral through a K-12 curricular sequence.